DOCUMENT RESUME

ED 125 704 JC 760 379

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TITLE Planning for Lifelong Learning; A Report on the Office of Community Education and Services.
INSTITUTION Kishwaukee Coll., Malta, Ill.
PUB DATE Feb 75
NOTE 58p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Community Colleges; *Community Education; *Community Service Programs; Continuous Learning; Educational Finance; Enrollment Trends; *Junior Colleges; Part Time Teachers; *Program Descriptions; Teacher Orientation
IDENTIFIERS Kishwaukee College

ABSTRACT

The Office of Community Education and Services (CES) was formed in March, 1974 through the merger of the former Office of Community Relations and the Evening College Office at Kishwaukee College. This report describes: (1) the philosophy and goals of CES, (2) a detailed description of existing and planned CES course offerings and public service programs, (3) CES enrollment and financial statistics, (4) CES faculty recruitment, training, supervision, and evaluation, and (5) CES plans for future research. Within the last year, CES enrollments have increased by 531%, largely because of the opening of four community centers plus an additional off-campus location. Most CES courses are eligible for full state apportionment. Excepting administrative costs, these state funds along with student tuition and fees have enabled CES to realize substantial profits (97% in spring 1975, 114% in fall 1975). This compares with a 2.1% loss in other areas of the college. Even with administrative costs added in, a $13,000 profit was realized over the two semesters. CES expenses are low due to minimal supply and capital outlay costs and the practice of hiring only part-time instructors. (DC)

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Planning for Lifelong Learning

A REPORT ON THE OFFICE OF
COMMUNITY EDUCATION AND SERVICES

by T. Jan Wiseman,

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Malta, IL 60150

February, 1975

JC 760 379

PREFACE

The purpose of this report is twofold: (1) to give the CES office a status report of what has been accomplished to date and a look at where we are heading, and (2) to inform other interested persons on the current practices, future plans and thinking of the CES office.

Both of these purposes are extremely important in light of the changes that have taken place within the operation of the office since the former Office of Community Relations and Evening College Office were combined in March, 1974. In addition, several forces are moving outside of the college which will make community education increasingly important in the future.

Although the CES office is still responsible for the full range of community relations as practiced when the offices were separate, only those community relations activities which can properly be called public service functions will be treated in this report. Generally, the community relations and publications activities are continuing as before. This includes the preparation of catalogs, brochures, schedules, advertising and news releases, work with advisory committees and the area publications.

Prior to the combining of the two offices, they were staffed by two administrators, two secretaries and one professional. Presently, the combined office is staffed by one administrator, one professional, two para-professionals, and, since December 1, one secretary. Although each staff member has prime responsibility for a general area, the office basically functions as a unit and each member is capable of functioning in all areas. This is especially important because nearly each function of the office is seasonal in nature.

The Community Education and Services (CES) office staff includes Lou Ann Alms, Vance Barrie, Jeanette Crum, and Janice Dremonas.

----T. Jan Wiseman, Dean

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CHAPTER 1 - PHILOSOPHY AND BACKGROUND

Community education is one of the most exciting fields of education today and it will become more exciting and important in the near future. It is the frontier of today's education.

Although education started out as individual solutions to a person's problems, it proceeded to wrap itself in red tape until it became a problem itself. The community college started springing up and broke the latest red tape. And the community education area is in the forefront of the fastest growing movement in education.

Several factors are starting to put increased emphasis on the community colleges and the community education area in particular.

*Article 10 of the new Illinois Constitution changed the guarantee of education to all persons who have not finished the 12th grade. This means that about 3,500,000 persons in the state of Illinois are now guaranteed free basic education.

*More leisure time is available to workers with coming of the four-day work week and the coming of a tightening of the economy. Generally, during economic hard-times more money is spent on leisure time activities.

*The unemployment rate is increasing, but in many areas there is a shortage of workers. This means that the community college will be the agency most likely to provide the knowledge to transfer these workers from job-to-job. While career education will play a large role in this, much of this additional training will be in the basic education area and one-shot courses.

*The increased speed of information which makes knowledge obsolete quicker and this means more professional review courses.

*More interest in Kishwaukee as everyone's college. The 82% vote in the tax referendum did not just pass the issue. It created a desire to take part in their own college and most people are doing it by part-time evening classes.

*The new CETA program which is presently having a hard time getting started, will eventually bring several persons to the college for training in both basic adult education and career education.

*An increased interest in community schools and the economy plus the additional service to the community which can be realized through the program.

One action which could badly hurt many of the services in the CES office would be the new state apportionment plan which would discriminate among the college's courses. This would contradict the college's operating philosophy which the Board of Trustees adopted when the college opened. It reads:

"Kishwaukee College is dedicated to the concept that the worth of learning is established in the mind of the student and that, therefore, no program or course of study is inherently of greater value than another. All legitimate pursuits of an education are accorded equal respect." By this statement, the board is telling the people of the district that they shall decide what they wish to learn and the board will accord equal support to all.

This is more than the state does. The IBHE now is advocating an even more discriminatory procedure than it current is using. The new proposal would cut apportionment funds for basic adult education to about 60% of the apportionment for transfer and career education courses (a class in 18th century English poetry would receive full support, but a class to bring a person's reading level from 3rd to 4th grade would receive only about 60% support).

It would cut off state support completely for nearly all other community education classes. By this action, the state would be deciding what it thinks is best for the citizens of the state. Many of these citizens who are already paying taxes to support their community college, would be denied the right to enroll in classes of their choice because of the abnormally high enrollments needed for the class to break even without state support.

The state insists on advisory committees so that the college offers that which the community wants. But the funding decisions override that type of input.

PHILOSOPHY

Like Kishwaukee College, the CES office is dedicated to service to the people of its district. To bring this service to the people, it operates as an educational broker and brings together the people who have educational needs with the people who can solve them.

According to Edmund Gleazer, the foremost spokesman of the community college concept, "The community-based college should be agressive in its commitment to both the individual and social benefits of education and merchandise that concept." This means constant contact with all social levels as well as geographic areas of the college district and a continual appraisal of the educational resources within the Kishwaukee district.

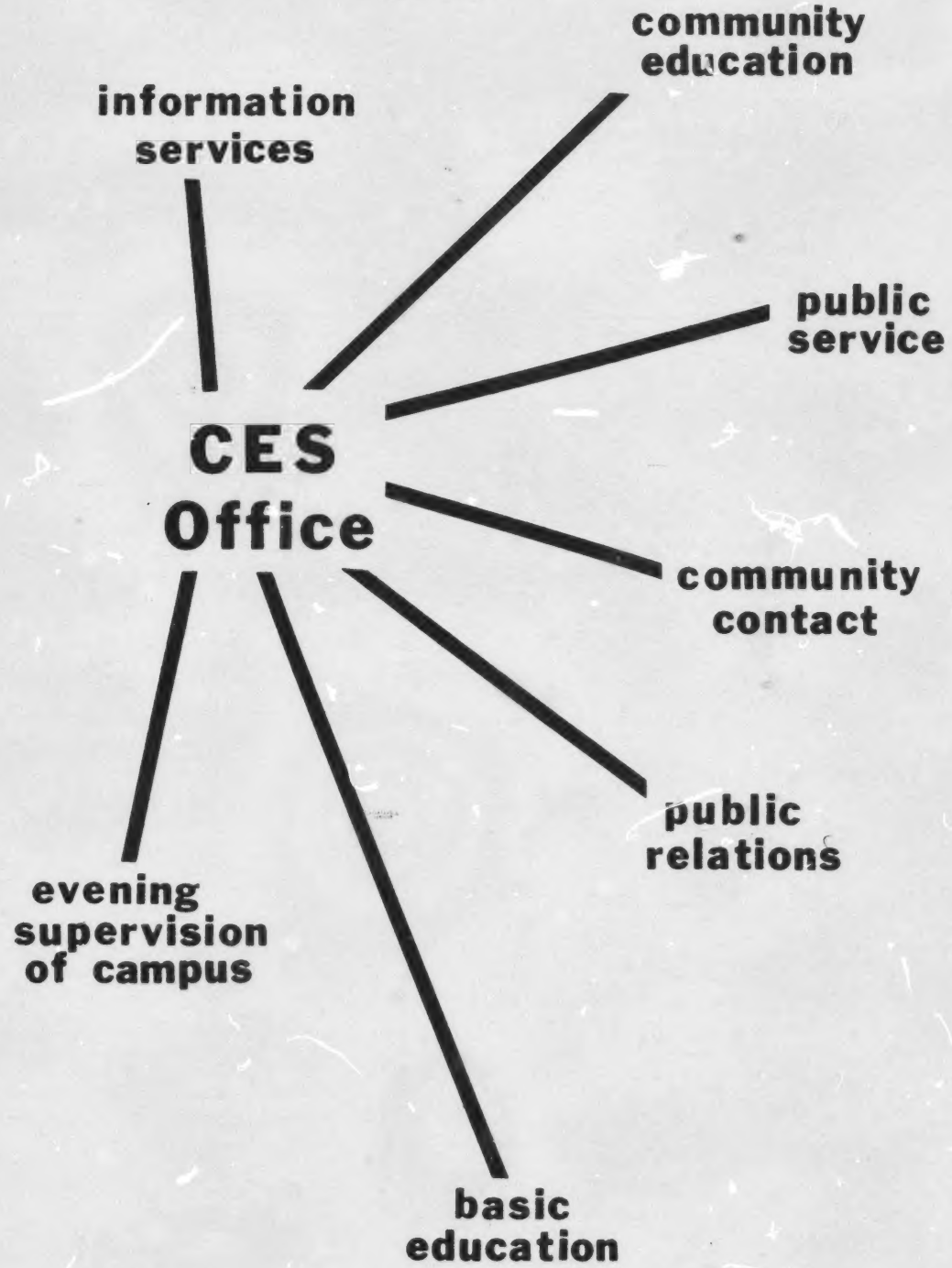
To meet these educational needs, the CES office must serve the public quickly. Traditionally, education has been many years behind the problem because of educators who did not recognize needs immediately and then endless red tape designed to "safeguard" quality. As a result, the problem was not solved satisfactorily. Community colleges came into existence because the educational establishments were not performing as they should.

Community colleges have gone through two evolutionary stages. Until the early 1950s, they were essentially junior colleges. In the 1950s and 1960s, they expanded to become comprehensive two-year colleges. It is now time for a third evolutionary step, according to Gleazer. Community colleges must broaden their concept of community services from a department of the college---to represent the total stance of the college. If they fail to do so, community colleges could suffer the same fate as other "growth" industries that have failed to adapt to changing conditions in the market, Gleazer adds.

Part of this service means making community education services available to the people who need them as quickly as possible---that means starting classes when necessary (if classes are the best means), offering them where needed, not going through advisory committees or curriculum committees for approval purposes. Community education classes may or may not involve the traditional course structure. They may be a one-day workshop, individual counseling, a field trip or a consulting service.

Care must also be taken so that top-quality adult teachers are employed to teach CES classes. Today's adult student wants education as he wants it, not as educators might want it. One of the reasons for a lack of success in the past of the university's attempts to serve the adult student has been the teaching and the lack of any real interest in those students. Although it is not a problem at Kishwaukee College, this is becoming more of a problem at other community colleges where the faculty members are highly preoccupied with the academic credit and "maintaining standards." This type of faculty member rarely has a good "handle" on community needs, and it is likely to become an even greater obstacle to community service when enrollments in the traditional college areas start dropping.

Figure 1


community education
information services
public service
CES Office
community contact
public relations
evening supervision of campus
basic education

If the CES office is attempting to meet the community needs, there is really no unsuccessful class. We offer what the public indicates that it needs and wants. If not enough enrollment results, the class is cancelled at no cost to the college. If may be the public didn't want the course, or it was offered at the wrong time or place, or it was not publicized enough. The class may be tried again at a better time and place or more publicity may be given. But that is part of serving the public.

The staff in a community education office must be highly sensitive to individual and group needs, attitudes and moods, and generally, have a good social awareness. They must know the community and the people in it and able to speak their language. They must be able to work with business, industry and government. In short, they must be highly-qualified by training and experience in understanding their community. Without these qualities, the CES staff could not meet the needs of the Kishwaukee College community.

Generally, the CES office works with those persons who are not interested in pursuing a transfer program or a program in a career area, but rather are interested in those educational offerings which will satisfy their needs.

GOALS

The goals of a community college and more specifically the community education area should include the orientation of people toward lifelong learning. Just a few years ago, society looked toward the college degree and the liberal arts major as a key to a good life. With the liberal arts background, a person would be capable of the intellectual process needed for his changing environment and job. Today these changes are coming too fast and are too technical.

Therefore, what is needed is a solid basic intellectual and career development of each student, but with the planned return to school periodically to re-tool his specific information to meet the changing job, societal or leisure-time needs.

Thus, basic beliefs about community education are that it is a lifelong process of learning and that the person is more important than the organizational structure or subject matter.

According to a report from the IBHE, the prime goals of continuing or community education should be to:

*promote professional and career advancement,

*pursue a life-long interest to a fuller and deeper extent,

*help adult citizens cope with the unparalleled knowledge explosion,

*lead a constructive revolution in the advancement of minority groups,

*improve the quality of individual life, and

*to bring people together, get people communicating, become the center for exchange of ideas on all matters, and uplift the tone and quality of community life.

The IBHE report also says that community colleges should assume the primary responsibility for the delivery of services to the state's individual, geographic communities. Community service is fundamentally different from the traditionally degree-oriented educational programming and as such requires special competence. Community colleges are in the best position to develop and sustain this kind of competence, the report continues.

However, with the drop or levelling off in enrollment at other institutions, it seems that community education has become very attractive. This spring, Illinois State University announced its expansion of services to adults "wishing to take part-time courses

either for self-enrichment or for degree purposes." In the Fall 1974 semester, Northern Illinois University took a full-page advertisement for its adult education classes.

What may be prompting this action is that Illinois now has 47% fewer one year olds than eleven year olds. In light of this statistic, the community education area, for which community colleges have been given the prime responsibility, may be entered by several other institutions.

ADULT BASIC EDUCATION

In an act of great significance, the citizens of Illinois adopted a new constitution on December 5, 1970, in which the concept of public education was expanded from the restrictive focus on "children" to "the educational development of all persons to the limits of their capacities."

The 1970 Constitution further specifies: "The State shall provide for an efficient system of high quality public educational institutions and services. Education in public schools through the secondary level shall be free. There may be such other free education as the General Assembly provides by law. The State has the primary responsibility for financing the system of public education."

The Education Committee of the Constitutional Convention and educators generally agree that the above language dictates that basic adult education programs should be free.

According to the 1970 census data, 3,229,556 of Illinois adults 18 years old and over do not possess a high school diploma. This is about 43% of our adult poplulation.

According to the 1960 census data, the median school years completed was 10.5 years. Ten years later, it was 12.0, indicating that the 1970 population of Illinois had attained a higher educational level than its 1960 counterpart. Seemingly, our society with its need for skilled personnel to man its machines and supply services, had placed a premium on education. Educational programs expanded during the 1960s. However, despite the expanded programs, the numbers of persons in the state with less than a high school diploma increased.

Two factors may have contributed to this increase. One could have been the rise in emigration of persons with limited educational experience. Another could have been the growth in the drop-out rate from the formal elementary and secondary programs.

During the 1972-73 school year, 43,314 students were drop-outs from Illinois high schools. If these students choose to continue their formal education, they will most likely find it necessary to rely upon the availability of adult education programs.

COMMUNITY SCHOOLS

There is a national movement today toward the concept of the community school which makes the school in each community the center of that community's learning. The community schools idea is a system of delivery of services---the very services that today's community colleges are seeking to deliver.

Changing social attitudes, as much as financial cutback, are helping to create a climate favorable to community schools. The realization that learning takes place in many activities outside of the classroom is giving new meaning to community education. So is the growing awareness that learning is dependent upon the quality

of the learner's home life, health, recreation, social activity and environment. Acceptance of the concept of education as lifetime learning, to be pursued by the adult and the handicapped as well as the young and the gifted is also contributing to the rationale for community education. Also, if the diversified needs of residents are going to be met with integrated programs capable of administering to a single individual's many interrelated problems, schools must share responsibilities with other agencies in the community.

The oldest and most widely known community school concept originated in Flint, Michigan. Flint's early community recreation and adult education program, generously supported by the Mott Foundation, kept classroom lights burning far into the night and it turned a former eight-hour school building into an eighteen-hour community center.

The John F. Kennedy School and Community Center opened in early 1971 in the Nash-Washington district of Atlanta. The $5-million center was described as "...a facility that can take care of all the needs of all the people in its community."

With Kishwaukee College seeking to better serve its community and to reach out from the physical campus, it would be appropriate the college and area people take a hard look at the community needs and facilities in an effort to bring the two together.

CHAPTER 2 - PROGRAMS

During the last year, a new emphasis as well as growth has been evident in the CES courses. A major thrust has been the development of a comprehensive adult basic education program including individualized learning in English as a Second Language, reading skills improvement, adult basic education (grades 1-8) and GED (grades 9-12). This program started in late January and was projected to serve 60 students the first semester.

A second major change during the last year has been to expand CES courses into consumer education, personal development and community development areas (see Table 1).

The area of public services has increased considerably through a $3,800 grant received from the ICCB for work in the areas of senior citizens, the Bicentennial, and inflation workshops for low income persons. Other service activities are planned in the near future.

COMMUNITY EDUCATION COURSES

The areas of greatest interest in community education have been physical fitness, crafts and personal development. It had been expected that consumer education who be also, but at this time interest is low.

The area of community development has drawn state-wide and local interest, but does not have many students at this time. At the present time, four courses including Local Government Leadership Training, Public Issues Seminar, Bicentennial Celebration Preparation, and Community Leadership Skills are in the program which is designed to give the average person the skills necessary to analyze, gain

Table 1

CES COURSE OFFERINGS BY TYPE

Area	Spring 1974	Spring 1975
Applied Arts	1	8
Community Development	0	6
Consumer Education	0	7
Cultural Studies	0	3
Developmental	3	12
Development of Professional and Vocational Studies	0	7
Family Improvement	3	10
Health	1	8
Homemaking	4	7
Languages	0	3
Leisure Time	2	12
Personal Development	0	20
Totals:	14	103

support to improve, and to run his local government and community organizations. The State Office of Local Government Affairs, other community colleges and local governmental leaders have been excited about the approach, but the class enrollment is still small.

In the aviation area, a class to prepare pilots for their instrument license was added during the spring semester and is currently five over capacity. The entire program has grown since an agreement was signed in late summer between the airport in DeKalb and the college in which the college agreed to provide the classroom training for the flight school. In addition, the college presently has an agreement with each of the flight schools in the college district which enables the private pilot ground school students to take their introductory flight as part of the course.

COURSE DEVELOPMENT

Suggestions for course development come via advisory committees, the community, the staff or from CES office personnel who perceive community needs. If an idea seems worthwhile, a course is developed in consultation with potential teachers and students, and the CES staff. An outline of the course is drawn up and submitted to the state for approval. However, the state may or may not act upon the application prior to the beginning of the class. Because the course is developed to meet community needs, the CES office cannot wait for state approval before offering the course and it is treated as a non-approved course in figuring whether the class makes or not.

During the initial teaching of a course, considerable communication is carried on with the instructor and the students to make sure that the course is meeting the needs of the students. The feedback is incorporated into the course if necessary.

During the Spring 1975 semester, more than 75% of the class

Table 2

CURRENT COMMUNITY EDUCATION COURSES

Number	Name	Credits	ICCB approval yes	no	pending
CE 010	Food Sanitation	1.0	x		
CE 011	Gourmet Cooking	1.0		x	
CE 012	Food Selection & Purchasing	1.5	x		
CE 013	Cake Decorating	1.5		x	
CE 014	Creative Baking	1.5		x	
CE 015	Foreign Foods	1.5		x	
CE 020	Cyclemechanics	1.5			x
CE 021	Methods of Teaching Cycling	1.5		x	
CE 024	Auto Mechanics for Laymen	.5	x		
CE 031	Conversational French	1.0	x		
CE 032	Conversational Spanish	1.0	x		
CE 033	Conversational German	1.0	x		
CE 034	Beginning Sign Language	1.0	x		
CE 035	Intermediate Sign Language	1.0			x
CE 036	Conversational Sign Lang.	1.0	x		
CE 041	Pottery	.5	x		
CE 042	Rosemaling	1.0			x
CE 043	Weaving	3.0			x
CE 044	Fundamentals of Sketching and Drawing	.5	x		
CE 045	Printmaking	.5	x		
CE 046	Watercolor	.5	x		
CE 047	Oil Painting	.5	x		
CE 048	Introduction to Sculpture	.5	x		
CE 049	Ceramics	1.5	x		
CE 051	Practical Gardening	1.5		x	
CE 060	Beginning Guitar	.5		x	
CE 061	Beginning Piano for Adults	.5	x		
CE 062	Intermediate Piano for Adults	.5	x		
CE 070	Basic Sewing	1.5	x		
CE 071	Intermediate Sewing	1.5	x		
CE 072	Advanced Sewing	1.5	x		

CE 073	Home Planning and Decorat.	2.0	x		
CE 074	Home Decoration Seminar	1.5			x
CE 080	Speed Reading	1.0	x		
CE 090	Community Theatre	3.0	x		
CS 011	Macrame	1.0		x	
CS 011	Crewel	1.0		x	
CS 012	Needlepoint	1.0		x	
CS 020	Contemporary Ethical Iss.	1.5	x		
CS 021	Genealogy	1.5			x
CS 022	Parapsychology	2.0		x	
CS 030	Intro to Metric System	2.0	x		
CS 040	Woodworking	1.5	x		
CS 055	Beginning Offset Prep.	1.5	x		
CS 056	Intermediate Offset Prep.	1.5	x		
CS 060	Nursing Assistant	3.0	x		
CS 061	Pharmacology	2.0	x		
CS 062	Patient Care Planning	1.0	x		
CS 063	Rehabilitation Nursing	4.0	x		
CS 064	Team Leading	1.0	x		
CS 065	RN Refresher	3.0	x		
CS 066	Leadership Skills in Nurs.	2.0	x		
CS 070	Intro to Heart Problems	1.0			x
CS 071	Intro to Heart Attack	1.0			x
CS 072	How to Live with Death	1.0	x		
CS 080	Local Govt. Leadership	(½-3)			x
CS 081	Public Issues Seminar	2.0			x
CS 082	Law for Everyday Living	1.0	x		
CS 083	Getting Ready for Bicenten.	2.0			x
CS 084	Community Leadership Skills	2.0			x
CS 090	GED Constitution	1.0	x		
CS 091	GED English	1.0	x		
CS 092	GED Math	1.0	x		
CS 093	Adult Basic Education	-	-		-
CS 096	ESL I	(½-4½)	x		
CS 097	ESL II	(½-4½)	x		

CS 099	GED	(½-4½)	-	-	-
CP 010	Self-Defense for Women	1.0			x
CS 011	Health Concerns of Women	1.5	x		
CP 020	Beginning Bridge	1.5		x	
CP 021	Intermediate Bridge	1.5		x	
CP 030	Black Powder Shooting	1.0		x	
CP 031	Fly-tying and Casting	1.0		x	
CP 040	Coping With Inflation	1.0	x		
CP 041	Family Finance	1.0	x		
CP 042	Parents are Teachers	1.0	x		
CP 060	Photography	1.5		x	
CP 090	Aviation Ground School	3.0	x		
CP 091	Aviation Instruments	2.0			x

Total Courses:	79	
ICCB Approved	47	59.5%
Not Approved	16	20.3%
Pending	14	17.7%
Not Submitted Yet	2	2.5%

sections offered were state approved and will receive apportionment (Table 2). This table includes only courses with CE, CS, and CP prefixes. They are not all taught at the present time.

ADULT BASIC EDUCATION

The newest area in community education this year has been adult basic education. This includes the areas of English as a Second Language and remedial education below the 12th grade level.

With 47 percent of the adults of Lee County not having graduated from high school and percentages of 44 and 36 respectively for Ogle and DeKalb counties, it is expected that this area must be one of Kishwaukee College's top priorities. Alhtough our present GED program is limited in scope, it has been filled nearly each semester with little publicity. Our present GED program reveals only the top of the iceberg, but it does show the need of our community.

Between funds from the Illinois Office of Education and state apportionment from the Illinois Community College Board, the costs of the programs in the area of adult basic education should be completely recoverable. However, the college must be financially committed to this type of program as one of its most important educational services, even if local tax funds are needed.

A program of this type must be taught on a small group or individualized basis. After having visited programs at Highland Community College and Black Hawk College plus working with state groups, it is our conclusion that such a program will be most effective with the establishment of a basic education center on the college campus, plus two or three outreach centers. After a year of operation, this type of program should depend upon a drop-in center which has teachers and room available at specified times.

The learning tools of reading, writing and arithmetic open the doors not only to occupational training and productive work for the under-educated adult, but also to the larger life of the mind and spirit. The illiterate, or near illiterate, is shut out from a whole world of occupational opportunity and personal growth. With the acceleration of scientific and technical advancement and the increasing complexity of every phase of modern life, the misfortune of being under-educated is accentuated, and the cost to the taxpayer increases. Basic education is a necessity for millions of U.S. citizens and the Kishwaukee College district is no different.

In late January, ESL classes were started in the Children's Learning Center in DeKalb with little publicity so that the staff could get a better feel of the program and work out the problems early. At the present time, 36 students are enrolled there with language and cultural backgrounds of Cuba, Yugoslavia, Mexico, Belgium, Greece and other countries. This represents 60% of the projected enrollment in all ESL, ABE and GED classes under the program this spring.

During the second week of February, another ESL section is scheduled to open on the college campus, again with little publicity. To adequately serve those persons in our district who do not speak English, another center should be opened in Rochelle and another possibly in Genoa or Sycamore. No plans have been made for Rochelle at this time because there is an ESL class being conducted by the Elementary School District there. However, that class does not address itself to those persons with non-Spanish-speaking backgrounds.

One of the reasons that it is extremely important to put these centers into the community is that transportation, even within the city of DeKalb, is a major problem. At the same time a close identification with the college is a prestige item and it, along

with a desire to encourage these students into the college's other programs, is a major reason for a center on campus. For example, since last fall, the college has been furnishing a room to the Illinois Migrant Council for its classes in ESL. As a result, some of those students this spring have enrolled in college-level classes during part of the day and the other part they continue to attend the IMC classes on campus. If both classes had not been in the same place, this transition might have been difficult because of distance and a lack of confidence.

In late February, a GED class within the framework of this program will start in DeKalb and possibly a beginning sewing class later.

Once the program reaches a full operational level, teachers will be able to take a student at his own level in each major area---reading, English skills, math, science---and work with him to start to bring his skills up to a 12th grade level. The person who reaches the 12th grade level or enters the program near that level could take the GED review course which is presently offered to brush up his skills enough to pass the GED exam and receive his high school equivalency certificate.

The program is being set up to allow the student to enroll, on a variable credit basis, in adult basic education (below the eighth grade level), in GED (ninth to the twelfth grade level) or in ESL and to repeat that enrollment as necessary to attain the knowledge and skills to enter the next level.

An integral part of the ABE program will be the Right to Read program in which Kishwaukee College is cooperating with the Illinois Office of Education.

The adult basic education program is financed by tuition payments from the Illinois Office of Education and ICCB state apportionment

payments. The classes are free to the individual students.

Each of the classes is on a variable credit basis with 15 classroom hours of attendance equaling one semester hour. Because the irregular attendance patterns found in this type of program and the need for flexibility, this method is the most accurate way to assess credit.

It is anticipated that the operational costs for teachers and minor supplies will be covered in such a program. However, there is considerable administrative costs involved. To purchase the initial equipment and supplies (including textbooks), a $12,000 grant was secured from the ICCB for the 1974-75 fiscal year. It is anticipated that a similar grant may be necessary as the program continues to grow in order to increase the equipment and books that are necessary for an individualized approach.

There is a movement state-wide to centralize all the testing for and awarding of the high school equivalency certificate in the community colleges. Presently, the certificate is awarded through the superintendent of the educational service region. This movement shows the need to make the service to the ABE and GED student a unit rather than a fractionalized approach. It is recommended that within the college the responsibility for testing be placed in the CES office.

POSSIBLE FUTURE COURSES AND PROGRAMS

Classes offered in community education are based upon community need and/or wishes. Because of this, there can be no complete and detailed long-range planning. Instead the CES office is developing possible courses based on their knowledge of the people and businesses of the district which will be used in communication with community groups.

Two areas of specific interest at this time are the adult who may be interested in changing his occupation and/or life goals and the developing area of assistance to women who are becoming more interested in education and the professions.

It is anticipated that short counseling workshops may be able to be offered in the community to assist the adult in exploring other occupations, training required and job possibilities. This would need to be in small seminars and individual counseling.

More emphasis on courses for women would include classes during the late morning or early afternoon hours in the communities, special women's interest courses, special counseling classes for women interested in the professions, workshops on preparing for employment, managing the home, etc.

The following list of proposed courses may be developed in the near future if enough interest is shown.

Bicentennial -	Indians of the Area Flowers of Williamsburg Cooking During Colonial Times Crafts of Early America Civil War History History of the DeKalb-Ogle-Lee County Area Basic American Documents-Are They Still Important? What's in the Wind? (future lifestyles) Illinois Archeology Illinois State History Revolutionary War History
Local Government Training -	The Great American Issues Forum Parliamentary Procedures How to Run Your Own Campaign
Today's Woman -	Women in Literature The World of Women Health Concerns of Women Today's Woman in Business

Business Skills -	What Computers Can Do For You Start Your Own Business Training for Holiday Sales Personnel How to Apply for a Job Getting Along With Yourself and Fellow Employees Advertising for the Small Businessman Basic OSHA Regulations Retail Security and Shoplifting Prevention
Crafts and Personal Interests -	Quilting Floral Design Crocheting Winemaking Caring for Terrariums Leatherworking Candlemaking Searching for Antiques Horoscope Construction Now You See It-Now You Don't (magic)
Physical Fitness -	A.M. Fitness for Women Yoga Noon Hour Fitness for Businessmen
Consumer Education -	Drivers License Review How Does Your Baby Grow Preventative Home Repair Know Your Auto Defensive and Adult Driver Education Plans and Estimates for Home Additions Crap Detecting (word usage) How to Buy Insurance How to Design Your House Small Appliance Repair Furniture Repair and Refinishing How to Buy Stocks How to Buy Life Insurance The Expectant Mother
Personal Development -	Preparing for Retirement Single Again Vocabulary Development Travel, Anyone? Firearm Safety Today's Religions How to Study in College Karate Basic Musicianship Social and Ballroom Dancing Lip Reading

Special Adult Help - Career Planning Seminar for Adults
Adult Advisement Night

Professional - Art Techniques for Religious Educators
Horse Care
New Physical Education Methods for Elementary School Teachers

PUBLIC SERVICE PROGRAMS

A community college exists to serve its entire community. Some of its service is carried out through the formal classes in the transfer, career education and community education areas. But much of its service to those who may need it the worst, must be carried out through a strong public service program. A community college does not just serve "its community." It serves many communities and many special interest groups---electricians, teachers, Rotary Club members, young students, pilots, etc. However, many special interest groups do not make use of the traditional college activities because they are unable to or because they do not care to. It is the college's public service program which must address itself to these special interest groups.

With the help of a $3,800 public service grant received in January, Kishwaukee College will tackle three major projects including assistance for the senior citizen, inflation workshops for the low-income family, and the Bicentennial celebration. Part of the grant called for the contribution of $700 locally for these three projects from sources other than the college. Another $1,500 was anticipated from the Illinois Bicentennial Commission.

Senior Citizens

One person out of eight in the Kishwaukee College district is a senior citizen and this number is continually increasing.

According to the Project Renewal Study which was carried out by Kishwaukee College, Rock Valley College, and Highland Community College, the four major areas of need were transportation, clearinghouses of information, recreation and informal education. The report indicated that recreation was more than a way to fill hours. It was a time for social contact which becomes difficult for the senior citizen in today's society. Recreation which was desired included pottery, painting, trips, musical programs, travelogues and card playing. Under informal education, the report said "basic living" information was desired and that it should be in community places such as churches. One-fourth of the senior citizens surveyed indicated that they were interested in sharing their skills with another class. One-fifth of the group indicated an interest in gaining a high school diploma.

About $2,400 of the ICCB grant plus the money left from the Project Renewal grant will be used to fund the senior citizen program until June 30, 1975.

The three-part effort will be attempted and it will include the publication of a services directory for senior citizens, the presentation of short classes or programs for as many senior citizens as possible, and the beginning of a local RSVP program.

Transportation was the first priority need, according to the report, but that is too large a need for Kishwaukee College to fill at this time.

However, the second most important need was a clearinghouse for information. The services directory should assist in this area. It is being compiled in cooperation with all of the interested agencies in the three-county area and it will be written in very easy language and directions plus printed in larger type. One section of the book will list the businesses in the area at which senior citizens receive discounts.

Recreation was listed as the third major area of interest. In those areas where the concentration of senior citizens is large enough to support a class, one will be offered in the subject area which they desire. A ceramics class has already started at the DeKalb High Rise. In those areas which are too small for classes, a small professional musical program or activity will be arranged. In order to reach those senior citizens who live in their own home, larger musical programs or exercise classes will be offered in the DeKalb, Sycamore, Genoa and Rochelle areas. Assistance will be sought from other agencies in arranging for transportation.

Also, a senior citizens day is being planned on the Kishwaukee campus during May while classes are in session.

With the time and money remaining, an attempt will be made to start a small demonstration project of RSVP (Retired Senior Volunteer Program). This is normally a federally-funded project, but no more funds are available during the current fiscal year.

This program attempts to match up senior citizen volunteers and their special interests and training with local organizations and agencies in need of volunteer services. This will not only provide needed assistance, but it will give the senior citizen a feeling of importance and need.

Highland Community College has had such a program for 2 or 3 years and it presently operates on a budget of between $30,000 and $35,000 and produces more than 35,000 volunteer hours a year. The rate is about 92¢ an hour.

Because there is no certainty of receiving either state or federal funds to keep an RSVP program going, it is the CES office's intention to build a small demonstration program which could quickly be increased if other funds become available. However, an attempt will be made to have such a program produce enough

volunteer hours and senior citizen satisfaction that it will still be successful if no money is available to continue after July 1, 1975.

Inflation Workshop

About $1,150 from the ICCB grant will go for the presentation of 3-5 workshops on solving problems for the low-income families. Details have not been worked out yet, but it is anticipated that at least one workshop would be held in DeKalb, Rochelle, and Sycamore, with the possibility of another workshop in either Genoa or DeKalb and a fifth workshop for the Spanish-speaking population.

These workshops will be held in the places and at the times necessary to serve the target population. They will probably be of more than one day length each.

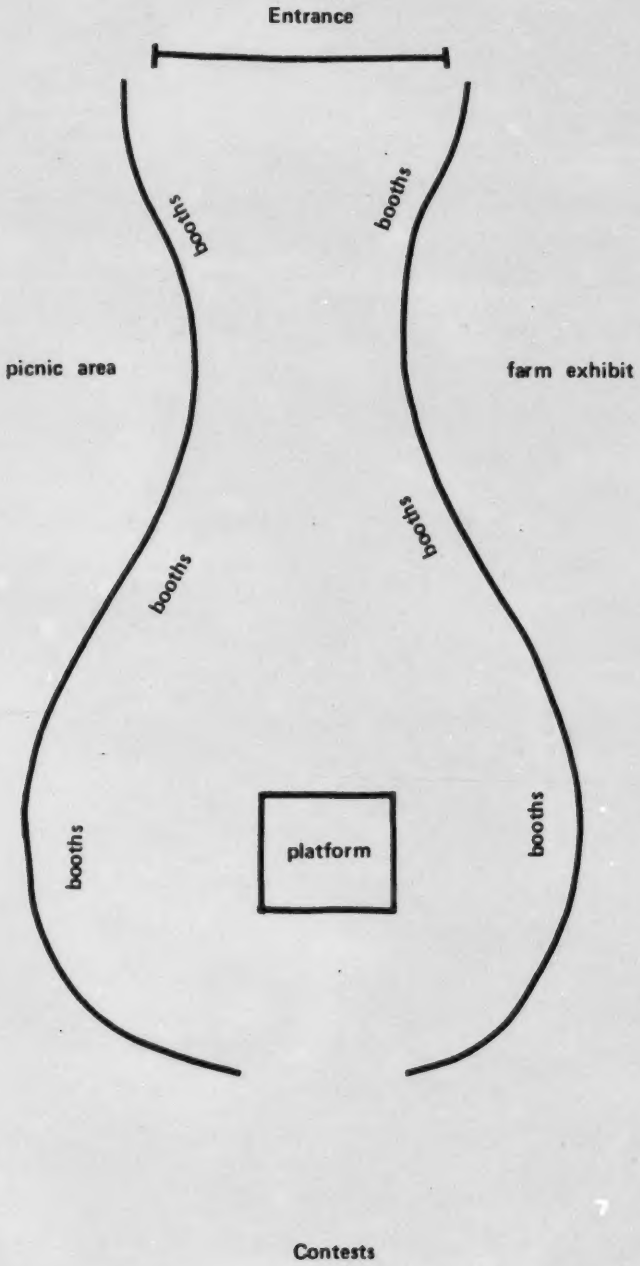
Bicentennial Plans

At the present time, only about $250 of the ICCB grant is planned for work on the Bicentennial, because it is hoped that a grant will be received from the Illinois Bicentennial Commission also from local banks, businessmen and others.

During the Spring 1975, a special course for persons working in Bicentennial organizations is being offered for their training along with a course in Black Powder Shooting. In addition, a special Bicentennial committee is meeting with the CES office to help Kishwaukee College coordinate its activities with all of its communities.

The major project for which funds will be needed is the Illinois Bicentennial Expo to be held July 12-13, 1975 on the college campus. The two-day exposition will feature demonstrations of crafts and lifestyles of the 1830-1860s in Illinois including candlemaking, spinning, weaving, woodcarving, butter churning, soap making, etc.

Bicentennial Expo



Wandering groups and activities adding to the atomosphere will include long rifle groups, a barbershop quartet, flower carts, a spelling bee, a black powder shooting match, dancing in the square, etc. It is anticipated that this would be located in the general area of the barn with the shooting matches on the western part of the campus.

A slide/tape show will be put together on the important craft demonstrations and this will be shown later in the area schools.

The grant proposal for this has received preliminary acceptance from the Illinois Bicentennial Commission, but the matching money from the local area must in cash and not in-kind expense.

A second grant will go to the IBC later this spring for a grant to pay salary and mileage for a person to visit area schools in the fall with the slide/tape shows of the crafts, plus special programs on the life of the frontier woman, the Civil War and the Revolutionary War.

Other specialized classes being planned for inclusion in the Fall 1975 and Spring 1976 class schedules include courses relating to the arts and crafts of the colonial times as well as the heritage of ideas and documents.

Career Expo

In cooperation with the Kishwaukee area school counselors, the college is hosting a Career Expo on March 19th from 9 a.m. to 9 p.m. which is being administered by the CES office and the Student Services office. John Cassani of DeKalb and Pete Johnson of Sycamore are heading committees which are trying to develop an extensive educational program for the Expo. The event will be organized by career clusters as well as by area industries and representatives will be selected who can discuss job opportunities and educational requirements of

his field with the students. Advance briefings will be held with the professionals and with the students. Each school will bring students according to a schedule and then the Expo will open to the public after 3:30 p.m. It will be held in the college gym and forum area.

Community Education Goals Ascertainment

The CES office plans to provide assistance, beginning in the fall to community groups which desire to participate in evaluating the educational opportunities and goals of the area communities. Such a program will assist each community in defining its educational goals and it will assist the college in defining its goals and providing planning for the future.

Hopefully, such a program will assist the community in thinking about the community schools concept.

Other programs

*Mobile registration and exhibit van. During the summer months, the college bus could be used as a traveling registration center while visiting area celebrations, parades and sales promotions.

*Bridge and tennis tournaments could be held on campus during the summer and fall.

*A photo contest and exhibit could be held at Kishwaukee College in cooperation with area clubs.

*An arts and crafts show for area persons could be held during late summer or early fall.

*An art exhibit of Kishwaukee art classes could be displayed in area high schools.

*Several contests for high school students could be held in conjunction with the schools in areas of business, writing, industrial arts, and agriculture.

CHAPTER 3 - ENROLLMENT AND FINANCES

Enrollment in CES classes has grown considerably within the last year, largely because more classes have been offered and the community center program has been started.

Most of the CES classes have just started during the first week of February. Those enrollment figures are still changing and several CES classes will be starting in late February and March. As a result, no definite figures on CES spring enrollment are available at this time; however, an estimate would put the headcount at about 1,290 students. This compares with 647 for the Fall 1974 CES classes and 243 for the Spring 1974 classes---a 531% increase within one year.

This increase is highly important to the college more as an index of service to the community than it is as increased finances--which it is also.

SERVICE TO THE COMMUNITY

The goal of a good community college should be to serve as many different groups and individuals as possible, either through formalized classes or in public service activities. A recent ICCB report shows that during the Fall 1974 semester, Kishwaukee College was serving 3.16% of its population---the fifth best in Illinois. Triton College was serving 5.35%, Illinois Eastern 4.88%, Harper College 3.39% and Kankakee Community College 3.20%.

During the Spring 1974 semester, Kishwaukee was serving only 2.33% of its population and,assuming that other colleges remained the same, this would have put Kishwaukee College in 21st place among the state's 37 community college districts. With the increased enrollment in the

Table 3

PROPORTIONS OF DISTRICT POPULATION SERVED

ICCB Enrollment Report - Fall 1974

		Headcount	FTE
1.	Triton College	5.35	2.21
2.	Illinois Eastern	4.88	2.49
3.	Harper College	3.39	1.83
4.	Kankakee Comm. Coll.	3.20	1.17
5.	Kishwaukee College	3.16	1.61
6.	Danville	3.15	1.74
6.	Waubonsee	3.15	1.30
8.	Highland	3.06	1.20
9.	Black Hawk	3.03	1.53
10.	Illinois Central	3.02	1.41
11.	Shawnee	3.00	1.74
12.	Moraine Valley	2.76	1.31
13.	Joliet	2.63	1.27
14.	Chicago City	2.58	1.02
15.	Thornton	2.52	1.24
15.	Logan	2.52	1.10
17.	Southeastern	2.51	1.30
18.	Prairie State	2.50	1.21
19.	Elgin	2.43	1.17
20.	McHenry	2.41	.96
21.	Lake County	2.35	1.15
22.	Parkland	2.23	1.37
22.	Belleville	2.23	1.11
22.	Rock Valley	2.23	1.06
25.	Illinois Valley	2.17	1.36
26.	Kaskaskia	2.13	1.18
27.	DuPage	2.12	1.22
28.	Sauk Valley	2.09	1.29
29.	Lake Land	1.94	1.33
30.	Rend Lake	1.88	1.28
31.	Lincoln Land	1.88	1.00
32.	Lewis & Clark	1.73	.97
33.	Oakton	1.65	.92
34.	Morton	1.45	.89
35.	Decatur	1.42	.76
36.	Carl Sandburg	1.38	.75
37.	Spoon River	1.37	.84

Spring 1975 semester, Kishwaukee has a mark of 3.76% at the present time and a possibility of reaching 4.00% when final enrollment figures are recorded. If true, this could put Kishwaukee College in third place among the 37 state community colleges---a long way from 21st place a year ago.

A major portion of the increase in students served is related to increased CES service; however, part-time students in the career education and transfer areas have also increased.

The number of CES classes were increased drastically in the Fall 1974 semester to serve the many requests which came to the office from individuals, businesses and organizations. As a result, 42 class sections were offered during the fall semester with only three classes cancelled for inadequate enrollment. While many would see this as a good record, the CES staff interprets it as meaning there was a high demand for CES classes and too few sections offered. The staff is attempting to offer enough classes to serve all who wish to be served. Therefore, the CES staff is striving to offer enough classes so that 20-25% of the classes do not "make." This method will work only if the classes offered are ones which the community is interested in, are offered at times and places which are desirable, the tuition and fees are in line with the ability to pay, and the class is well publicized.

During the current semester, about 22 percent of the classes did not "make" on the first night. Those classes which run for 12 weeks or less and failed to "make," will be offered again in March. At that time, it is expected that ¼ to ½ of these classes will "make."

Because no great investment must be made in supplies and capital outlay for these courses, and because no full-time teachers

must be hired, no community surveys need to be made to spotlight which courses the public wants. Instead, after much discussion and talk with the community, courses can be offered and the community can show its interest by enrolling. This is the most effective survey.

ENROLLMENT TRENDS

During the last two semesters, enrollment in CES classes has skyrocketed even though the tendency has been to show a decline from fall to spring semesters (see Figure 2). Through the Spring of 1974, two enrollment figures are shown on the graph. The larger figure includes all students who were in classes offered through the Evening College Office. The lower figure includes only those classes which were not transferred to the career education area. (One of the functions of the CES classes is to develop interest in instructional areas and when that interest is enough to justify a full curriculum and certificate, the supervision would be transferred to the appropriate dean. This was the case with law enforcement, fire science, real estate and wastewater technology.)

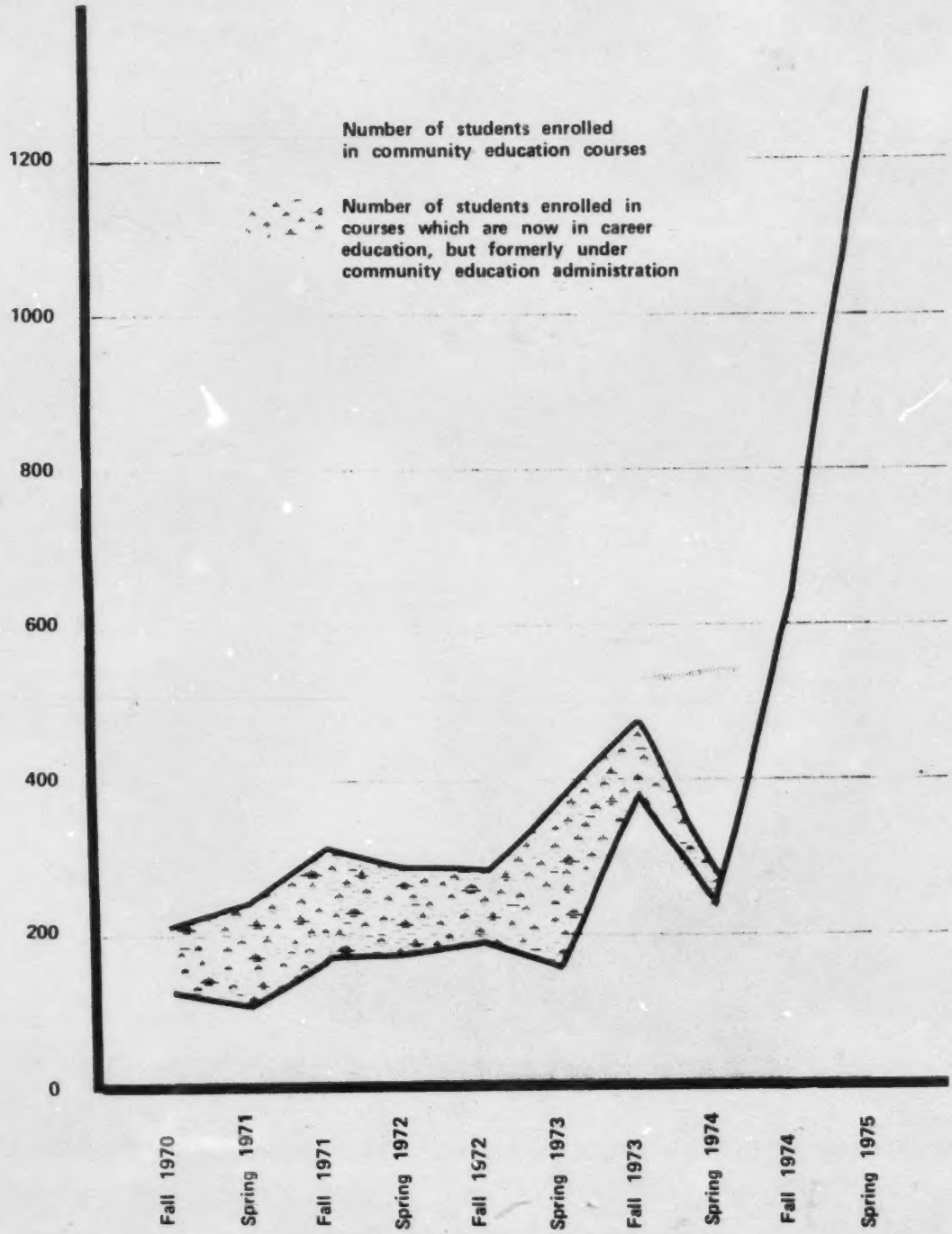
Therefore, the top line relates the amount of work involved in the office at that time, and the lower line shows the increase in CES students.

It is anticipated that the number of part-time students at the college will continue to rise in the career-oriented, consumer-oriented and leisure time-oriented courses as employment trends continue. However, it is anticipated that the rate of increase in CES classes will level off. The increase in the last two semesters probably illustrates a "catching up" effect from the point of college offerings to the point of community wishes.

If the CES enrollment levels off around 1,500 students, this does not mean that CES classes will remain the same. It is anticipated

Figure 2

Community Education and Services Headcount Enrollment



that 30-40% of the CES classes each semester will not have been offered the previous semester. This must be true if Kishwaukee is to continue to serve the changing communities and changing society. Therefore, continual dialogue must be maintained, continual community contact, continual course outlines, and continual state approvals must be sought.

COMMUNITY CENTERS

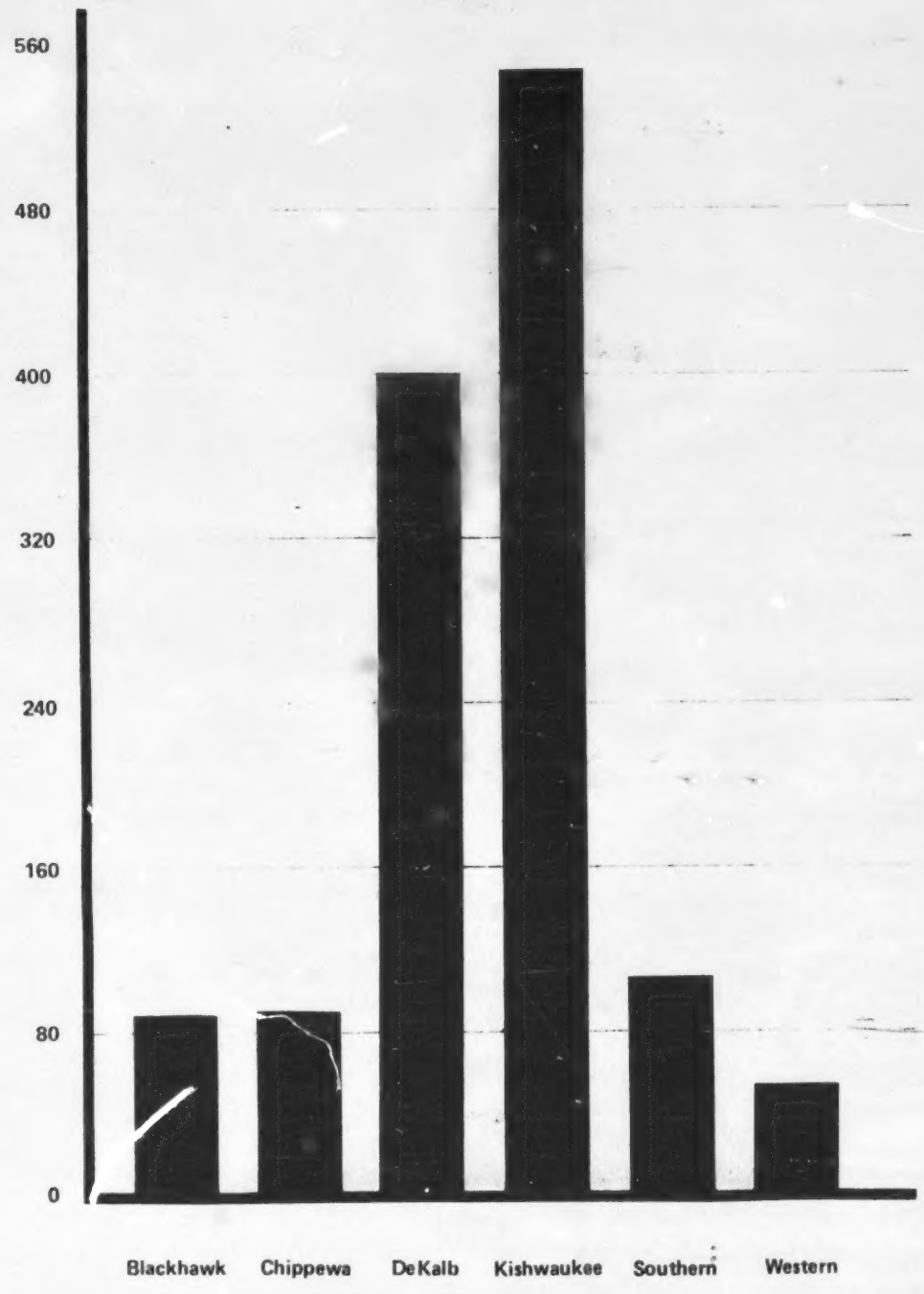
During the last year, four community centers plus another off-campus location were opened. As a result,during the Spring 1975 semester, more than half of the CES students are attending off-campus classes.

These centers have been opened to make a community college class available within a few minutes of every person in the college district. Persons within the district are paying taxes to support a local college and they should be able to easily take advantage of their own tax money. Kishwaukee College is not a physical building, but an idea of service which is available anywhere within its district.

In opening the community centers, advisory committees were used to suggest courses to be offered. Their input was used and will continue to be valuable as long as it accurately reflects the community needs and desires. In working with the advisory committees, every attempt was made to make available community college classes which were desired by the area. In cases where local agencies were offering courses, an attempt was made to supplement and not to compete. An example is the Western Community Center. The Rochelle Park District was already offering floral design and slimnastics, and although these are high demand courses, they were not offered in Rochelle.

Figure 3

Class Enrollment by Center



This guideline will continue to be followed. However, care must be taken so as not to prevent Kishwaukee College district residents from taking classes they wish. Therefore, if a group in the Rochelle area does offer slimnastics, care must be taken that a person from rural Rochelle or Kings or Chana is not denied a chance to take a Kishwaukee slimnastics course. Kishwaukee may be justified in offering such a course in Kings.

Likewise, an organization which does not serve certain segments of society or only those who hold membership in its organization, should not be a reason for CES classes not to be held in that geographical area. An example would be the ESL classes by another agency which just serve the Spanish-speaking person. If there is a need in that community for ESL classes for non-Spanish-speaking persons, Kishwaukee College has the obligation to serve that population.

The present community centers will continue as long as the citizens of those areas wish them to continue. Kishwaukee College's purpose in setting up the centers was not a business proposition, but to serve citizens in that area. Like all CES projects, Kishwaukee has no reason to push community centers except service. Kishwaukee has been invited to start a community center in Sycamore as soon as possible. In addition, individual courses may be offered in other villages and cities around the district including Chana and Paw Paw.

FINANCES

> In many of the following statistics, a comparison will be made with other areas of the college only so that the reader may put the statistics into perspective. Any real comparison between instructional areas of the college is as invalid as comparing apples and oranges, because the college is not a business, but an educational service organization. Each instructional area at the

college has a different purpose and role. However, unless the comparisons are made, a reader unfamiliar with educational finances would find the statistics incomprehensible.

The area of financing of community education courses is apparently one of the least understood. Because of the restriction that each individual class must show a net profit and because most CES classes also receive full state aid and because there is little supply or capital outlay costs, CES classes develop the highest percentage profit of any at the college. As a result, while the college in general is supported by three sources of revenue---local taxes, tuition and fees, and state apportionment---CES classes are supported by only two of these sources and still show a profit.

On the other hand, half of the community education and services office is public service. But aside from the inexpensive services such as bringing community groups on campus, all public service funds have come from the state. The work with senior citizens, the Bicentennial, the disadvantaged students, the inflation workshops---all public service activities---is being carried out with state money.

Current Guidelines

The majority of CES courses currently have state approval which means that full state apportionment is received on them. Therefore, in deciding if a class will make or not, the additional income (tuition and fees, state apportionment, and lab fees) and the additional expenses (teacher salaries, supplies and capital outlay) are calculated to determine if the class will make money. Generally, the minimum number will be between seven and nine persons.

If the class does not receive state apportionment, the minimum number of students will be between 13 and 15 which is very high for a CES type of class. This action generally will limit non-state approved courses to DeKalb or the college campus. It is too high

Figure 4

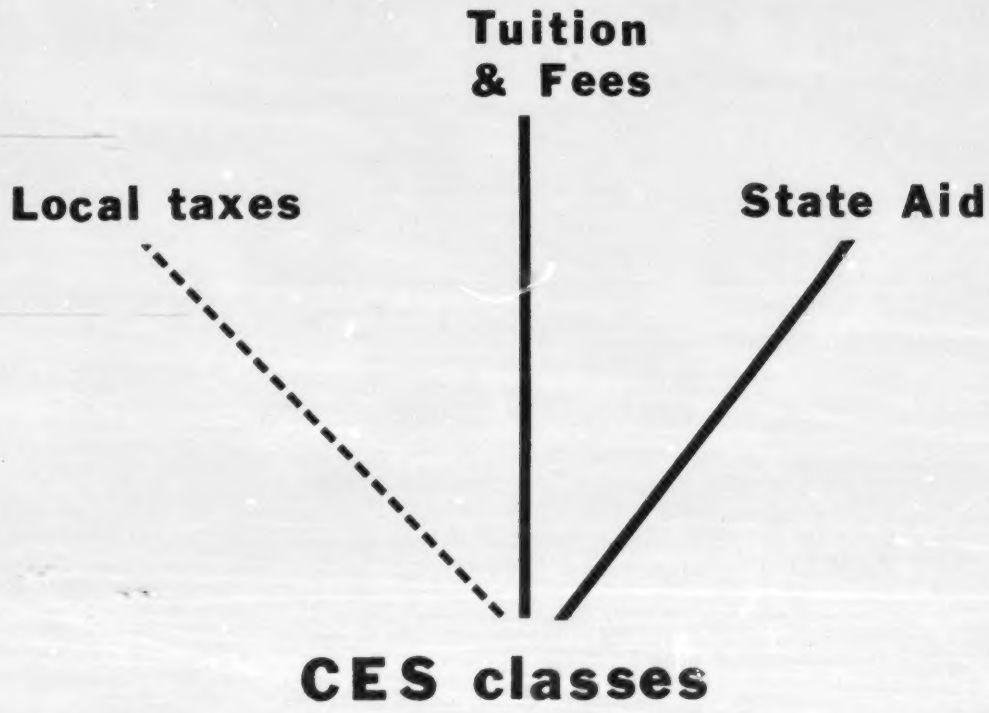


Table 4

INCOME - EXPENSES BY AREA, FALL 1974

Area	Income	Expenses	Profit-Loss
A	$10,065	$11,234	-10.4%
B	64,859	77,499	-16.3%
C	44,078	35,951	+22.6%
D	10,739	15,912	-32.5%
E	24,448	20,924	+16.8%
F	11,475	7,653	+49.9%
Total	165,664	169,173	- 2.1%
CES Classes:			
Fall 1974	27,428	12,800	+114.3%
Spring 1974	45,257	23,000	+96.7%

Areas A-F are departments in the career education and transfer areas.

Income includes student tuition and fees, lab fees, and ICCB & other state apportionment.

Expenses includes supplies, capital outlay and salaries. It does not include administrative expenses.

for these courses to be taken to the community centers. There, of course, will be a few exceptions.

Financial Statistics

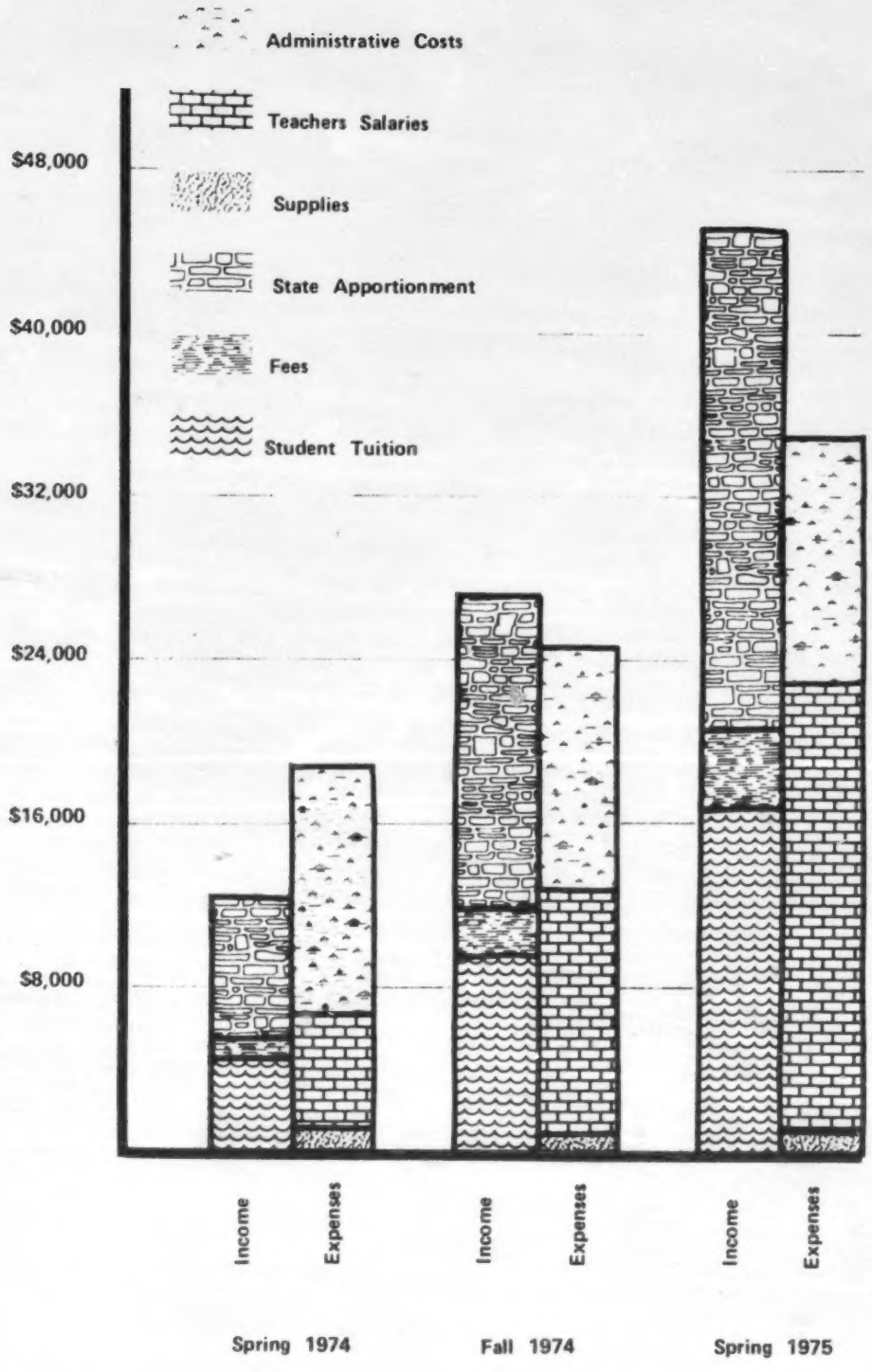
Although individual classes may have trouble making the financial guidelines, the CES area as a whole does not. Not counting administrative costs, CES classes during the Spring 1975 developed a profit of 97% and in the Fall 1974 showed a 114% profit (see Table 4). This compares with an average of a 2.1% loss in the other areas of the college. The table shows six selected academic and career areas at the college which should be representative. These statistics show that CES classes are developing a huge income-expense ratio when compared with the college as a whole.

When administrative expenses are added in (see Figure 5), it is seen that starting in the Fall 1974 semester, CES classes began generating profits that in the two semesters have totalled about $13,000. Prior to that time CES classes needed the local tax revenue to help offset administrative costs. This means that CES students are, in effect, subsidizing other programs through their tuition and, in addition, because the CES student is likely to be between 30-50, he is also heavily supporting the college through local taxes.

Because there is a need for more public service programs at the college as well as support for public service type classes which do not receive state support, it would seem that some local tax revenues and some CES profits should be put into the public service programs.

Figure 5

Community Education Class Finances



CHAPTER 4 - FACULTY

The faculty for CES classes must be of a special nature. Adult learners differ greatly from the younger college-age student.

Today's typical college-age student grew up and went through his schooling during the 1960s and the early 1970s. The typical CES student went through his schooling during the 1930s, 1940s and 1950s. This means that not only has the typical CES student been out of school longer, but the educational practices and procedures of his era were much different.

Adults have a greater sense of reality and a wider knowledge base from which to approach the presentation of cognitive material. Adults are more likely to accept the contents of a curriculum if it is compatible with their needs.

There is a need for a staff of teachers who can cope with a variety of learning styles and can adapt their teaching styles to meet the needs of their adult students. Such a staff would permit an individual adult student to attain his goal in a minimum amount of time and to be evaluated on demonstrated competencies.

As a result, the CES faculty needs to be carefully selected to work with adults. This faculty will be facing students who are much more critical of the teaching, who need less theory and more specifics, who will accept no "mickey mouse" assignments or exercises, and who may cause the teacher to completely change information areas or his method of presentation. This means a teacher who is sincerely interested in adults, who is very flexible in his presentation, and who is receptive to different ideas.

The CES instructor must be a person with whom the adult student can identify, who they can see as "one of us."

PROFILE

The CES instructors are all part-time CES teachers, unlike the transfer area which employs nearly all full-time teachers and the career area which has a large number of both full and part-time teachers.

The reason for this is that CES does not support complete curricula. Rather,CES offers individual courses and sometimes a sequence as in the case of nursing or crafts, but there is no built-in student body or permanence. The courses are developed in response to immediate community needs and/or desires and these courses are quickly offered and then dropped when interest wanes.

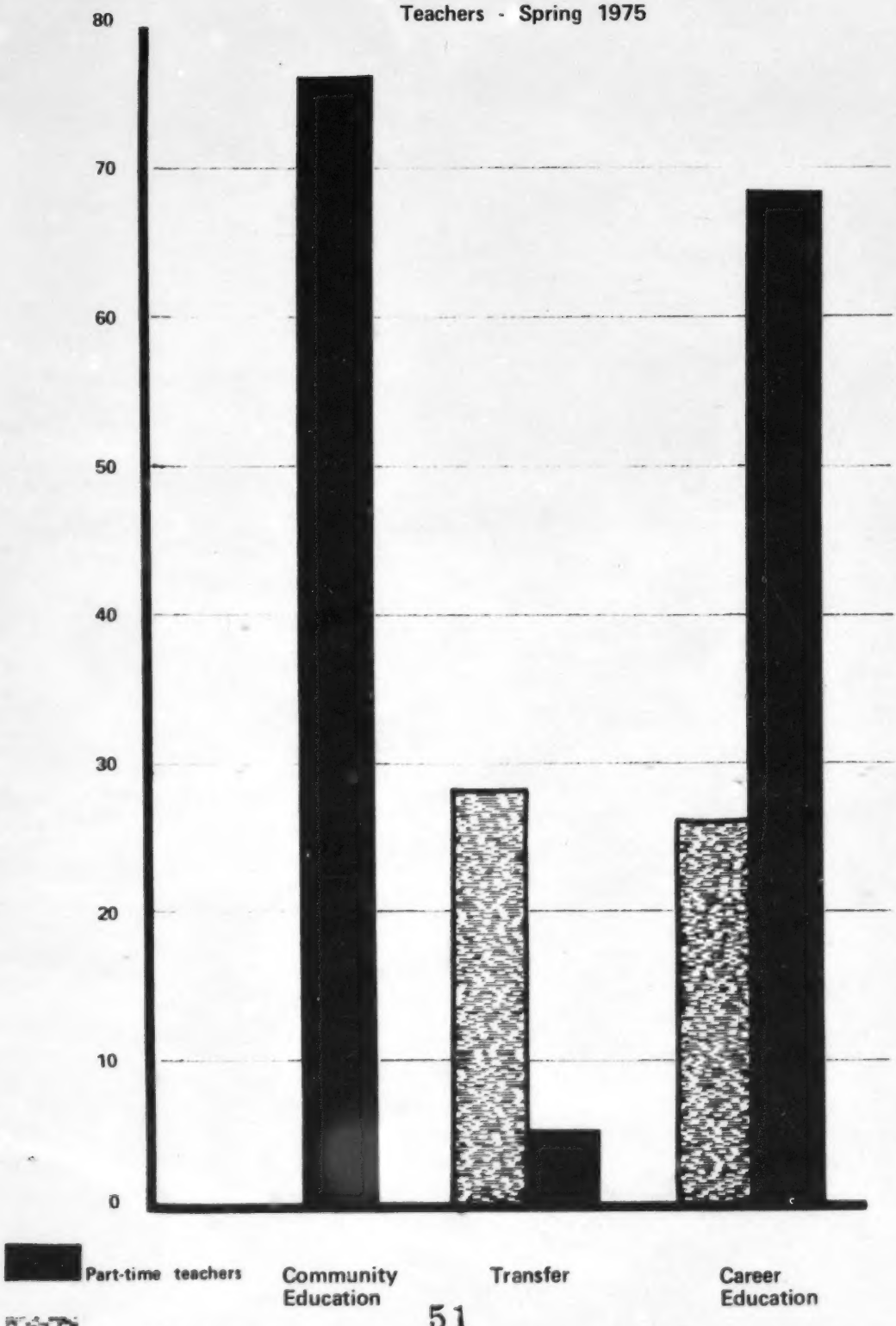
The CES office presently is responding to community needs. But, if full-time faculty were employed, the office would need to develop courses to ensure that the full-time faculty member would have a course to teach. This would be the reverse of community service.

An advantage to the employment of several part-time faculty in the CES office is the amount of community involvement in the college. Although staff members are hired on the basis of ability first, another consideration is their distribution throughout the district, both geographically and professionally.

Part-time faculty members are paid at a rate considerably less than full-time faculty. However, their duties are much less. The main responsibility for course development and approval, scheduling, student contacts and counseling, supply and equipment ordering and repair, book orders, room arrangements, and planning fall to the CES office staff. With a large percentage of new courses and their

Figure 6

Teachers - Spring 1975



development directly related to community needs (see Table 5), these duties take much more time than with courses which are taught the same basic way each semester.

SELECTION

Many of the CES teachers are recruited by the college. Examples of this recruitment include the seeking of instructors for the nursing courses, the Law for Everyday Living Course, the Public Issues Seminar, and the Coping with Inflation course.

Last summer, an announcement was circulated through the Allied Health Services Advisory Committee to area health facilities says that the college was continuing to teach its community education health classes and advising interested persons to request applications from the CES office. These applications are kept on file and, along with new applications, are reviewed when new instructors are needed.

For the law class, the president of the DeKalb County Bar Association was contacted for a recommendation of an attorney interested in teaching and consumer law. As a result, Edward Diedrich was hired after an interview.

In the case of the public issues class, the class was being offered relatively close to the residence of a former Congressional candidate with wide governmental experience and college teaching experience. William McConkey was contacted and interviewed for the job. He accepted.

For the inflation course, the Governor's Office of Consumer Education was contacted for recommendations for area persons who could teach the course. Unfortunately, none of them were able to do it.

In addition to the recruitment method, a master file is kept

TABLE 5

NUMBER OF NEW COURSES OFFERED

	Fall 1974	Spring 1975
New courses	8 (30%)	35 (53%)
Courses previously offered	16 (59%)	24 (36%)
Courses previously approved, but never offered	3 (11%)	7 (11%)

of all applicants for CES teaching positions and it is cross-filed by subject matter. Also, advisory committees and other college personnel frequently make recommendations.

INTERVIEW

Each instructor is interviewed by the CES Dean prior to hiring. Most of the time, this interview is conducted with one or more other CES staff members and, if possible, a person knowledgable in the subject matter field.

TRAINING

A group session is held with all CES teachers preceding the fall semester and with all new CES teachers preceding the spring and summer sessions. The purpose of these sessions is to discuss the CES philosophy of teaching, new programs and ideas in the field, and the procedures and bookkeeping functions that they will be following.

Preceding these group meetings, the CES teachers have met individually with one or more of the CES staff to work on the course outline, book selection (if needed), teaching methods and materials, and other problems which might arise.

In the case of a new program such as the adult basic education program, a much more extensive training has taken place. Prior to the implementation, CES staff members and a CES teacher visited area colleges, attended state meetings, and traveled to an area basic education resource center in an effort to gain insight into setting up a successful program. Since the instructors have been hired, several training sessions have already been held and it is expected that they will continue at least once every two weeks for the first semester.

SUPERVISION

One of the CES staff members is on campus each night Monday through Thursday as the administrator on duty. During that time, he generally will talk with 2/3 of the CES teachers during that night and is available to all teachers preceding, during and immediately following classes.

In addition, the coordinator at each of the community centers calls each evening to report any questions or problems which arise. All reports are entered into the CES duty book that night. As a result, the teacher receives feedback immediately on any problem and the CES dean is aware by the next morning of any problems which arose and their resolution. If further steps must be taken, they can be. This means that the dean is almost immediately aware of any problem of the instructors.

EVALUATION

Evaluation of the instructor comes from several sources. Many of the fall classes completed a student survey on the course and the instructor. This will become a general practice.

As time permits, observations of CES teachers will take place and these will be followed by a conference with the instructor utilizing the WD/OI method.

CHAPTER 5 - FUTURE RESEARCH

During the last year, research on the CES Office and the students has been nearly impossible because of the volume of work involved in expanding the program and starting the new public service and adult basic education programs. However, several items of research will be started during the Spring 1975 semester which should give guidance on future decisions involving class offering, class design and content, the community centers, the public service program, and the development of new classes.

Specific research plans at this time include:

1. GED STUDENT FOLLOW-UP. This continuing study will be done with those students in the GED review course only and it will seek to find the number who complete the review course, the number who pass the equivalency test, why some students failed the test and why some dropped out from the course prior to the end. Purpose: to restructure the GED review course as necessary and also to determine criteria to place some students in the more individualized GED preparation course.

2. COMPOSITION OF CES STUDENTS. This continuing study will attempt to define the CES student in terms of demographics, attitudes and purposes for enrolling at Kishwaukee College. The student in adult basic education will also be included in this study. Purpose: to better understand the student so that better teaching, counseling, and promotion of classes may result.

3. FIRST TIME ENROLLMENT IN CES CLASSES. Why do students originally enroll in CES classes? Is it because of a specific class that they cannot get elsewhere? Is it to try a college-level course without committing the student to returning to school? Is it

because of convenience? Does he eventually enroll in other areas of the college? Purpose: to better plan a continum which will bring new students into the transfer and career education curricula if that agrees with the purpose of the new CES enrollee.

4. ABE STUDENT FOLLOW-UP. The adult basic education program is new and a program of this type normally encounters a high dropout rate. This followup study on the students and the dropouts will attempt to pinpoint those internal and external items which help and hinder the student's progress. Purpose: to better plan the ABE program including such external items as location, transportation, family cooperation, promotion, etc.

5. FINISHING RATE OF CES STUDENTS. What percentage of CES students who enroll in a course, actually finish it? They are not held in the course by requirements or grades. They enrolled in the course because they wanted the information, skills, social prestige, socializing, etc. Do a high percentage remain or dropout prior to the last class? Why? This would be measured by class type, by location and by teacher. Purpose: to determine if classes are optimum in length, cover the proper material and respond to the student's needs.

6. EMPLOYMENT FOLLOW-UP. The Nursing Assistant Class is a single original training class for persons entering the labor market and this study would determine the number who entered the job market, who did not and why, the turnover rate, and the students' work location. Purpose: to determine if the course was successful in preparing the students for employment and if these students were serving the district.

7. ATTITUDINAL CHANGES. Have attitudes about adult education and the community college changed during the CES classes? If the CES classes are to be the college's outreach program, they will have to make a positive impact on the students. Purpose: to determine

what attitudes will need changing and which will need reinforcing.

8. VALUE OF PUBLIC SERVICE PROGRAM. What number of persons are the public service programs reaching and what ways have they benefited. Are there groups in the district in need of assistance who are not being reached? Purpose" to determine the best method of reaching those persons who can best benefit by the program.

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AUG 13 1976

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